



**Continuous School Improvement Plan (C-SIP)**  
**Eckstein Middle School**  
**2016 - 2018**  
**Principal: Treena Sterk**

**SEATTLE  
PUBLIC  
SCHOOLS**

## School Overview

### Introduction

The Continuous School Improvement Plan, CSIP, is a document that contains our building and District's plan of action for the current school year. More specifically, it identifies the areas our school plans to focus on in the coming school year, the performance goals we want our students to achieve, and how we are going to work collaboratively to meet these goals. All of our school's goals and efforts have been synthesized into one easy-to-read document that covers all of the different areas on which schools are required to report.

### Mission and Vision

#### **Mission:**

Eckstein Middle School, a diverse community of lifelong learners, will ensure the academic, social, and emotional growth and success of each student.

#### **Vision:**

- Each student will be known, nurtured, and challenged.
- Each student will be given opportunities to actively engage in achieving their full potential.
- The school environment will foster creative problem solving.
- The school will provide an atmosphere to guide each student in becoming a healthy, confident, resilient, and responsible world citizen, prepared for high school and beyond.

### Terminology

**Throughout this document a number of acronyms and terms are used that may seem unclear. The following lexicon may be helpful:**

**ALO (or HC -highly capable): Advanced Learning Opportunities.** Building based program that serves students with a designation of advanced learners.

**BLT: Building Leadership Team.** A school's advisory, decision-making group that has specialist, grade level, administration and parent representation. The BLT meets monthly and approves the school budget and CSIP. It also, determines an additional year-long leadership team focus. This year our focus concerns communication between the school and families as well as building climate.

**Career Ladder Teachers.** teachers that serve to support their colleagues within a leadership capacity. They help design and lead professional development opportunities at the school.

**ELL: English Language Learners.** Students who have been identified as needing additional support learning English.

**IEP: Individualized Education Plan.** An IEP is a written statement for a child with a disability that is developed, reviewed, and revised in a meeting in keeping with certain requirements of law and regulations.

**MTSS: Multi-Tiered System of Support.** Building directed supports for students identified as needing additional learning opportunities beyond basic classroom instruction to meet standards.

**PD: Professional Development.** Instruction and learning activities for teachers to improve or broaden instructional practice.

**PLC: Professional Learning Community.** A team of educators that collaborate for instruction determining essential standards, creating and administering ongoing assessments of student understanding, reviewing data, and providing supports and extensions for students needing them.

**RULER- Recognizing Understanding Labeling Expressing Regulating:** a social-emotional literacy curriculum developed by Yale University's Center for Emotional Intelligence. Early Learning spearheaded the adoption of this curriculum, which is now in use at 50 Seattle Public Schools elementary and middle schools.

**SMART Goal.** Specific, Measurable, Attainable, Realistic and Timely

**SIT: Student Intervention Team.** A team of parents, teachers, specialists and our psychologist that meet to consider whether an identified student may require extra support or be considered for evaluation to determine special education qualification.

## School-Wide Programs/Multi-Tiered System of Support

**Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.**

Eckstein performs baseline assessments in reading, writing and math. This data is correlated with SBA data, discipline data, attendance data and the school climate survey. Counselors also conduct a student self-reported needs assessment at the beginning of the school year. The Academic Intervention Specialist (AIS) works directly with students who do not meet performance standards, monitoring their progress to adjust instruction and supports.

General Student Reading/Writing Data

- 81% of Eckstein students met or exceeded proficiency standard on Smarter Balance Assessment (SBA) in English/Language Arts for 2016.

General Math Data

- 86% of Eckstein students met or exceeded proficiency standard on Smarter Balance Assessment (SBA) in Math for 2016.

Advanced Learning (Spectrum)

- Eckstein Middle School provides services to students identified as Highly Capable (HC) through the Advanced Learning program. We provide services for our Advanced Learners through Spectrum courses in Language Arts. Our Math Advanced Learners are placed in appropriate math courses based on skill level, with the option of advancing through Geometry.
- The Eckstein Social Studies department uses a workshop model for all classes, allowing teachers to differentiate text and writing assignments for all students.

English Language Learners (ELL)

- 16 students qualify for ELL services in 2017-2018. Services are delivered through ELL pull-out class with direct services and in-class modification and support.
- 2015-16 data indicates that ELL supports are successful in ELA, Science and Math, but more support is needed in Social Studies.

African-American Students

- 64% (24 out of 35) of African American students are not meeting standard in English/LA SBA.
- 79% (36 of 41) of African American students are not meeting standard in math, despite Tier 2 & 3 interventions. Eight of those 36 qualify as ELL; 9 of 36 qualify as SPED (overlap for 1 student); 23 students have intervention class.

## Closing the Achievement Gap (Students not meeting standard)

- Data indicates that Eckstein has had higher than average success at closing the opportunity gap, but there is inconsistency across grade levels and there is indication that student outcomes are single class (teacher) and intervention class dependent (Tier 2), and not a result of a systematic implementation of schoolwide interventions (Tier 1). Data on students not meeting typical growth also demonstrates a very strong correlation with absenteeism.
- 39% of incoming Level 1 and Level 2 students increased reading/writing skills significantly, meeting grade level standard (Level 3) in reading on state assessments after receiving school interventions (51:132 students).
- 81 students are still not reading at grade level standard after receiving school interventions.
- 75% of incoming math Level 1 and Level 2 students achieved typical or high growth in math per Washington State's Student Growth Percentile (SGP) calculation.
- 25% (n=31) of Level 1 and Level 2 students did not make typical growth in math.
- There is a strong correlation between attendance and discipline data. 70% of students who are not making typical growth in math have more than 5 absences.
- 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade pre-assessment demonstrates that most students who are not meeting grade level standard are not fluent with fractions and mixed number operations. This is a barrier, especially to 7<sup>th</sup> grade units.

## Student Climate Survey

Eckstein has experienced growth in all nine areas of the student survey with strength in 'Belonging' and 'Social Emotional Learning.' 79% of students agree with the statement, "My teachers ask me to explain my answers and my thinking," but only 45% of students agree with the statement, "My teachers give me new challenges if the work in class is too easy." This data may indicate a need to accelerate learning for students meeting or exceeding the learning target.

Our school improvement plan now includes the following actions to improve student participation rate on the state assessments:

- Careful constructed testing schedule. Students assigned by content teacher. Teacher set expectation for testing.
- Teachers sent lists of students testing for the day to encourage reluctant students
- Met with parents refusing to have students tested to review benefits of taking the test.
- Calls to students and families to encourage them to take if they did not test. Primarily Special Education and students with chronic attendance issues.

## **We will use research-based strategies that help targeted students.**

### **General**

- Staff engage in continued Professional Development (PD) focused on alignment of curriculum and teaching strategies, including differentiation, technology use and strategy groupings.
- Teachers participate in Professional Learning Communities (PLCs) to align practices and Common Formative Assessments (CFAs), focusing on increasing rigor for students meeting standard and utilizing specific strategies to assist learners who are not meeting standard.
- Eckstein teachers participate in school wide 'Learning Walks' in classrooms, providing peer-to-peer feedback with a focus on cultural competency, student engagement and building-wide differentiation strategies.
- The administrative team engages in frequent formal and informal observations to provide feedback and coaching based on the Danielson Teaching Framework.
- Consistency in classroom strategies, as outlined in the Eckstein Staff Manual, are used throughout the school. These include teacher 'thresholding' (greeting students at the door), 5 to 1 strategies, and Common Expectations around the 'Eagle Code' and conduct. All expectations are taught and re-taught to students throughout the school year.

### **Advanced Learning (Spectrum)**

- Teachers of Spectrum English/Language Arts classes attend regular Advanced Learning trainings and implement strategies and curriculum.
- Teachers conduct Common Formative Assessments (CFAs) and analyze student data in Professional Learning Communities (PLCs), adjusting instruction to challenge and extend the learning of students who meet or exceed standard through differentiated work and project-based inquiry.

### **English Language Learners (ELL)**

- ELL teacher has common planning period with Social Studies team and works directly with the team in planning modified assignments and instructional techniques.

### **Special Education**

- Eckstein provides a continuum of supports and services to ensure that each student's individual needs are met. Students who qualify for services are served in a 'co-teaching model' (general education classroom with special education teacher); small group 'resource' classroom; Instructional Assistant support model or consultation model as needed. Eckstein's full continuum of services provides the opportunity for targeted individualized supports with the ability to change services as determined by the IEP team.

### **African-American Males**

- Eckstein's Black Student Union provides African-American students with the opportunity to meet and discuss personal and group interests and concerns, as well as an avenue to express and direct feedback in leading school culture toward inclusive interests and connections that reflect the entire student body and community.
- The Eckstein 2017-2018 Professional Development focus is cultural competency and includes workshops on race and specific cultural competency practices, with the goal of creating a culturally inclusive school environment at Eckstein.
- Eckstein actively works to keep students in the learning environment, employing restorative justice and in-school discipline supports whenever possible.

### **Closing the Achievement Gap (Students not meeting standard)**

- Eckstein Middle School utilizes individual and school-wide attendance strategies through Positive Behavior Intervention Strategies (PBIS). The PBIS team utilizes individual and group positive reinforcement strategies that encourage students to attend school regularly and on time.
- Students identified as having multiple barriers to achievement (Levy data) choose a teacher mentor who supports them in developing self-advocacy and student skills such as attending school regularly, completing homework, and attending after-school academic supports.
- Academic Intervention Specialist coordinates small group after-school student support three days per week. This after-school instruction is provided to students by classroom teachers in their specific content areas.
- Academic Intervention Specialist provides weekly in-school tutoring support coordinated with University of Washington.
- Academic Intervention Specialist provides weekly offsite office hours to increase family engagement and related student services.

### **Our school offers professional development that is high quality and ongoing.**

#### **General**

Eckstein is a learning community where Professional Development is a priority. Our Professional Development calendar for the 2016-18 school years includes training on the following:

- Leveraging Professional Learning Communities (PLCs) with a focus on collaboration in planning, analyzing student data and adjusting practices to meet individual student needs
- Trauma-based teaching and relationship building
- Autism and behavior response
- Core instruction in all areas, including technology, art and music
- Differentiated instruction
- Suicide-prevention, including behavioral and emotional support for students in crisis
- Race -- Professional Development focus on 'Whitish-ness'

### **Our school will increase parent/family engagement.**

#### **General**

Eckstein staff follow the shared decision-making model and use a comprehensive decision-making matrix to ensure that all stakeholders have the opportunity to provide feedback and input. This includes input from the community, students, Subject Matter Specialists, Grade Level Teams and Professional Learning Communities (PLCs), coordinated by the Building Leadership Team (BLT).

### **English Language Learners (ELL)**

- Interpreters and translated materials are provided for all school meetings and student communication. ELL teacher provides one-to-one family communication to ensure that ELL families have opportunity for feedback and participation.

### **Special Education**

- Special Education case managers coordinate one-to-one case management contact for parents of students with IEPs, allowing for quick feedback and access to the IEP process, adjusting and informing supports in and out of the school.

### **African-American Males**

- The mentor program, Academic Intervention Specialist, Black student union and leadership class provide African American males with specific venues to express concerns, collaborate on school ideas and give feedback that directly impacts school decisions. Administration and Equity Team review student leadership programs, such as the Associated Student Body, WEB (Where Everyone Belongs) and Leadership Class to ensure that African-American males are represented in the decision making structure.

## **Our staff is involved in decision-making.**

### **General**

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## **We will assist our students to meet standard.**

### **General**

Teachers deliver differentiated, relevant, skill-based lessons that encourage active student engagement, regular formative assessment of learning and re-teaching opportunities for students who are not meeting learning targets. In addition, teachers are encouraged to differentiate assessment methods, which allows students with varying challenges to show an accurate measure of skill acquisition. Other supports include:

- Two intervention courses (Read 180 and I Can Learn) are available for students who need extra support in reading and/or math.
- Academic Intervention Specialist provides individual student supports, in-class coaching for teachers and students and in-school tutoring.
- Grade level teams working in Professional Learning Communities (PLCs) perform three or more coordinated formative assessments throughout the year to monitor and adjust instruction for whole classes and individual students in all subject areas. This work is used to differentiate instruction and interventions for students who are not mastering skills or who have met standards and need further differentiation.
- Teacher Professional Learning Communities (PLCs) coordinate intervention strategies and use 'flexible grouping' strategies to allow for focused teaching opportunities.
- Multiple Tiers of Support System (MTSS) are used to quickly identify students who need in-class supports (Tier 1), out-of-class supports (Tier 2) and/or further supports such as Individualized Education Plans (IEPs) and 504 accommodations.

- MTSS team meets weekly to review student data, monitor student progress, coordinate services for students, discuss referrals, share data, report back on the impact of interventions already attempted and plan next steps when needed.
- At monthly grade-level meetings (House Meetings), teachers share student progress and coordinate intervention strategies for students not meeting standard and/or not reaching their full potential.
- Eckstein partners with teacher preparation programs at local universities to bring in highly-skilled student interns for teaching internships and advanced degree programs. These students work with small groups or individual students to increase instructional supports throughout all content areas.

#### **Closing the Achievement Gap (Students not meeting standard)**

- Two intervention courses (Read 180 and I Can Learn) are available for students who need extra support in reading and/or math.
- Academic Intervention Specialist provides individual student supports, in-class coaching for teachers and students, and in-school tutoring.
- Grade Level Teams working in Professional Learning Communities (PLCs) perform three or more coordinated formative assessments throughout the year to monitor and adjust instruction for whole classes and individual students in all subject areas. This work is used to differentiate instruction and interventions for students who are not mastering skills or who have met standards and need further differentiation.
- Multiple Tiers of Support System (MTSS) are used as part of classroom strategies of differentiation; PLCs are used to quickly identify students who need in-class supports (Tier 1), out-of-class supports (Tier 2) and/or further supports such as Individualized Education Plans (IEPs) and 504 accommodation supports.
- MTSS team meets weekly to review student data, monitor student progress, coordinate services for students, discuss referrals, share data, report on the impact of interventions already attempted and plan next steps when needed.
- At monthly grade level meetings (House Meetings), teachers share student progress and coordinate intervention strategies for students not meeting standard and/or not reaching their full potential.
- Eckstein partners with teacher preparation programs at local universities to bring in highly-skilled student interns for teaching internships and advanced degree programs. These students work with small groups or individual students to increase instructional supports throughout all content areas.

#### **Retain high quality, highly effective, and highly qualified staff.**

- Eckstein is a collaborative learning community. Professional development opportunities (with clock hours) are provided in interest areas identified by the community and individual staff members.
- Eckstein provides teachers with planning time, release time and teacher-directed planning days to increase collaboration and strong collegial bonds.
- The Career Ladder Teacher Program provides teachers with opportunities to become Mentor Teachers with a stipend and opportunities to grow and develop professionally.
- Teachers participate in collaborative Learning Walks and provide feedback to each other through a system of professional development and learning.

#### **How do we support the transitions of new students and families into our school?**

##### **General**

Eckstein's outreach and support includes:

- Principal outreach to feeder elementary schools
- Principal and counselor outreach to feeder elementary PTSAs
- 5<sup>th</sup> Grade Transition Night
- Special Education Open House
- Riser meetings between building counselors, special education teachers and families
- New Student Ambassador Program (partnership with 8<sup>th</sup> grade leaders)
- Specialized 6<sup>th</sup> Grade Orientation Day sponsored by WEB (Where Everyone Belongs)
- Summer counselor office hours for all students and families
- Small group support for transitions including Lunch Club, The Hub, counseling groups, open gym time, art lunch club, and mentor program.

##### **English Language Learners (ELL)**

- Home visits

- Riser meetings

### **Special Education**

- Special Education Open House
- Riser meetings between building counselors, special education teachers and families

### **Closing the Achievement Gap (Students not meeting standard)**

- Small group support for transitions including Lunch Club, The Hub, counseling groups, open gym time, art lunch club and mentor program.
- Summer office hours and individual family outreach meetings
- Principal visits to all feeder schools
- Opportunity for rising 5<sup>th</sup> grade students to visit the school on a fieldtrip during the school day

## **How do we support students identified as Highly capable?**

### **General**

- Multiple Tiers of Support System (MTSS) are used to quickly identify students who need in-class supports (Tier 1), out-of-class supports (Tier 2) and/or further supports such as Individualized Education Plans (IEPs) and 504 accommodation supports.
- Positive Behavioral Intervention Systems (PBIS) ensure that expectations and supports are communicated consistently throughout the building to ensure that students receive a unified and easily understood message.
- MTSS team meets weekly to review student data, monitor student progress, coordinate services for students, discuss referrals, share data, report back on the impact of interventions already attempted and plan next steps when needed.
- At monthly grade level meetings (House Meetings), teachers share student progress and coordinate intervention strategies for students not meeting standard and/or not reaching their full potential.
- Highly qualified teachers provide after-school tutoring in their subject areas to small groups of students. Students' teachers assist them with current work in classes and 'pre-teach' upcoming lessons to facilitate classroom independence and success.
- Two intervention courses (Read 180 and I Can Learn) are available for students in need of extra support in reading and/or math.
- Academic Intervention Specialist provides individual student supports, in-class coaching for teachers and students, and in-school tutoring.
- Students of Concern (SOC) list is monitored and used as a resource by teachers to implement accommodations and modifications in the classroom, allowing for effective school-wide implementation and collaboration.
- 504 accommodations and procedures are well documented and implemented by counselors.
- A Children's Hospital sponsored counselor provides group counseling, including an LGBTQ+ group and an Alateen group. She also provides student and parent instruction and information on drugs and alcohol prevention.

### **Advanced Learning (Spectrum)**

- Staff regularly assess student learning and adjust instruction to meet student needs.
- Staff provide all students with high quality critical thinking learning opportunities to ensure they remain engaged.

### **English Language Learners (ELL)**

- Staff regularly assess student learning and adjust instruction to meet student needs.
- Staff collaborate regularly during planning time and PLCs to ensure that students are supported throughout the learning environment.

### **Special Education**

- Staff actively participate in Individual Education Plan (IEP) development and attend all IEP meetings
- Staff know and understand each student's IEP and collaborate with special education teachers to ensure that students receive specially designed instruction that meets their needs.

### **African-American Males**

- Staff utilize specific cultural competency training with the intent of seeing situations through different cultural lenses, working to identify personal biases and approaching interactions, classroom instruction and school wide programs with an inclusive frame.

- Staff ensure that content, curriculum, classrooms and readings reflect a multicultural lens.

### Closing the Achievement Gap (Students not meeting standard)

- Multiple Tiers of Support System (MTSS) are used to quickly identify students who need in-class supports (Tier 1), out of class supports (Tier 2) and/or further supports such as Individualized Education Plans (IEPs) and 504 accommodation supports.
- MTSS team meets weekly to review student data, monitor student progress, coordinate services for students, discuss referrals, share data, report back on the impact of interventions already attempted and plan next steps when needed.
- At monthly Grade Level Meetings (House Meetings), teachers share student progress and coordinate intervention strategies for students not meeting standard and/or not reaching their full potential.
- Highly qualified teachers provide after-school tutoring in their subject areas to small groups of students. Students' teachers assist them with current work in classes and 'pre-teach' upcoming lessons to facilitate classroom independence and success.
- Two intervention courses (Read 180 and I Can Learn) are available for students who need extra support in reading and/or math.
- Academic Intervention Specialist provides individual student supports, in-class coaching for teachers and students, and in-school tutoring.

## Multi-Tiered System of Supports Budget

The following table describes how funds are allocated to support and improve student learning.

Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2017-2018	Combined	Learning Assistance Program (LAP)	106,909	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	5,649,753	Instruction for all students aligned to state standards.
2017-2018	Combined	Supplemental Funding	2,500	Additional support for students
2017-2018	Combined	Free & Reduced Lunch (FRL)	62,159	Funding to support MTSS supports at all schools.
2017-2018	Combined	Self Help	18,007	Building funds to support classroom and building programs.
2017-2018	Combined	Family and Education Levy (FEL)	161,006	City Levy funds to support targeted students and increase attendance at funded schools.
2017-2018	Specific Use	Transitional Bilingual	45,146	Teachers/IA's, translations, extra time to support translations at family events, resources to support academic success of ELL students.
2017-2018	Specific Use	SPED	1,351,242	Teachers and IAs, IEP writing and extra time, services, and resources as specified in student IEP

# Building Based Goals

We have chosen to focus on the following area(s) over the school year

## Gap Closing Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
<p><i>Some students identified as Level 1 or Level 2 for interventions in reading are not making typical growth toward standard and/or accelerating to meet standard.</i></p> <p><b>Student Reading/Writing Data</b></p> <ul style="list-style-type: none"> <li>• 39% of incoming Level 1 and Level 2 students met standard (Level 3) in reading on state assessments after receiving school interventions (51 out of 132 students)</li> <li>• 81 students are still not meeting standard for reading after receiving school interventions</li> <li>• Classroom Formative Assessments indicate that more than 60% of students struggle with writing structure, writing for a purpose, and citing evidence within a claim paragraph</li> <li>• 64% of African American students are not proficient in Reading/LA SBA (24 out of 35 students)</li> </ul>	<ul style="list-style-type: none"> <li>• 70% of Level 1 and Level 2 students will meet or exceed standard on the state reading assessment (SBA)</li> <li>• 70 % of reading and/or math Level 1 and Level 2 students will have fewer than 10 days of absences (excused + unexcused)</li> <li>• 80% of African American students will meet or exceed proficiency standard on the state reading assessment.</li> <li>• 100% of courses will have a curriculum map with identified content standards, plans to ensure that each student will succeed, and grade level literacy standards for units of study as applicable</li> </ul>	<p>All Staff Administration Academic Intervention Specialist Read 180 Intervention Teacher</p>	<p>June 20, 2017</p>

### Cluster of Teachers/ Grade Level Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
<p><i>Some students identified as Level 1 or Level 2 for interventions in reading are not making typical growth toward standard or accelerating to meet standard.</i></p> <p><i>Advanced Learners: There is a diversity of learning needs within the Spectrum cohort. 69 of 322 students identified as Advanced Learners and having placement in a Spectrum English/ Language Arts course met standard (Level 3) but did not exceed standard (Level 4) on Smarter Balance Assessment (SBA)</i></p>	<p>90% of students enrolled in Read 180 will exceed typical growth in reading, as measured by Lexile scores, measured quarterly</p> <p>100% of Social Studies lessons will identify English Language Arts target, in addition to Social Studies content standards</p> <p>100% of students will demonstrate typical to high growth based on the James Town Assessment with measures in Fall and Spring</p> <p>Counselors will systematically monitor attendance data, academic data, student self-referrals, staff referrals and behavior data weekly, coordinating with administration and Academic Intervention Specialist and will provide timely supports and interventions for students, ensuring that 100% of Level 1 and Level 2 students have the supports needed. This is demonstrated through MTSS meeting data, student attendance and grade results.</p> <p>By June 2017, the median raw score on the Smarter Balanced ELA literacy test for students qualified in advanced learning will increase from 2639 to 2675 or greater.</p> <p>Strategies for providing additional growth/challenge:</p> <p>Regular formative assessment to provide differentiation in instruction, with Common Formative Assessments (CFAs) administered quarterly to inform instruction on mastery and need for acceleration (ELA, Math, Science, Social Studies)</p> <ul style="list-style-type: none"> <li>• Math: extension challenge problems for those who are quickly learning, provide extra opportunities</li> <li>• Modeling-based lab instruction in Science, allowing for student directed mastery and extension</li> </ul>	<p>Social Studies, English/Language Arts Teachers Counselors ELA, Math, Social Studies, Science teachers Grade-level administrators and Principal</p>	<p>Daily/ June 20, 2018</p>

## Whole School Goal

Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
<p><i>45% of students respond positively to the statement "My teachers give me new challenges if the work in class is too easy." This data may indicate a need to accelerate learning for 55% of students meeting or exceeding the learning target.</i></p> <p><i>Some students identified as Level 1 or Level 2 for interventions in reading are not making typical growth toward standard or accelerating to meet standard.</i></p>	<p>100% of teachers will provide learning extensions and differentiation in classes for students who have met or exceeded standards (Level 4), increasing academic engagement as indicated by the Student Climate Survey. Increase student response from 45% favorable answer to 80% favorable answer to the statement, "My teachers give me new challenges if the work in class is too easy."</p> <p>100% of grade level PLCs will identify Essential Learning Standards and administer formative assessments quarterly to assess student growth and adjust instruction to meet student needs.</p> <p>100% of staff will work to align and grow collaborative practices by participating in Professional Learning Activities, including PLCs, Building Professional Development and CLT-led Learning walks.</p>	<p>All Staff</p> <p>Subject Matter Specialists, PLCs, All Certificated Teachers, All Staff</p>	<p>Ongoing</p>

## School Culture Goal

Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
<p><i>25% of students respond favorably to the statement, "Adults notice if someone is bullied at our school."</i></p>	<p>100% of students will understand the definition of bullying and will identify the steps to report bullying within the school.            100% of incidents of reported bullying will be identified, recorded and monitored.            100% of confirmed incidents of bullying will include a follow-up counseling session with all parties and check-in with guardians. Documentation will be kept to ensure that there is systematic tracking of continued behaviors.</p>	<p>All Staff- Counseling, Administration</p>	<p>June 2018</p>